

Lesson Plan

Business/Materials	Lesson Objectives			
<ul style="list-style-type: none">- fish hook (the bigger, the better)- Parts of an Essay slides- model essay	<ul style="list-style-type: none">- Students will be able to identify the parts of an essay- Students will be able to write an introduction paragraph that includes a hook, background information on the topic and a thesis statement			
Warm-up and Objective Discussion				
<p>Show students the fish hook and ask if they know what it is for. Ask the students how a fish hook could be related to writing an essay. Explain that a good introduction paragraph has a “hook” that gets readers’ interest. Explain that today the students will learn about the parts of an essay, and more specifically how to write introduction paragraphs. Explain they will include an introduction paragraph in the essay they will turn in at the end of the week.</p>				
Instruct and Model	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
<p>Show slide 1 of “Parts of an Essay”. Explain the two purposes of the introduction paragraph.</p> <p>Show slide 2. Explain the guidelines of a good introduction paragraph.</p> <p>Show slide 3. Explain the different types of introduction paragraphs.</p> <p>Show slide 4. Explain that one important function of introduction paragraphs is to focus the readers’ attention on the topic of the essay, so most introductions start out with general information and get more specific to the topic of the essay, like a funnel.</p> <p>Show slide 5. Explain the purpose of the thesis statement.</p> <p>Show slide 6. Explain that the thesis sentence is like a topic sentence (prior knowledge), but for the entire essay.</p> <p>Show slide 7. Explain that thesis statements usually give the reader an idea of how many paragraphs or ideas are covered in the essay.</p> <p>Hand out the model essay and ask students where the introduction is. Give students time to read the introduction. Ask which type of introduction the model has. Ask students to find the thesis statement.</p>				
Guided Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S
<p>Give the students the names of two items that you want them to compare. Tell them that together they are going to write an introduction for an essay comparing these two things. Ask students to come up with a list of similarities and differences for the two items. Ask students to create a thesis statement for the essay that incorporates things from the list. Ask students to come up with a hook.</p>				
<p><u>Less-Guided Practice</u></p> <p>Put the students into groups and ask them to think of two things they would like to compare. Have them think of a thesis statement and a hook. Give them 10 minutes to write their</p>				

introductions. Have each group present their introductions at the end of the activity.				
Independent Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
Have the students think of two things they want to compare. Have them write their introductions.				
Assessment	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
The introductions will be part of an essay the students will write over the next few lessons.				